



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Michael Diffin **Lesson #: 2** **Facet:** Perspective

**Grade Level:** 9-Diploma **Numbers of Days:** 3

**Topic:** WWII

**PART I:**

**Objectives**

Students will understand that WWII affected Communities in the world.

Students will know Democracy, fascism, socialism, communism, Proportional representation, monarchy, Totalitarianism, and imperialism.

Students will be able to compare and contrast political processes and describe how they were different at the beginning and end of the war.

**Product:** Glogster

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

**Rationale:** The students will meet this standard because they will gain the knowledge of the different political processes that were in existence then and remain political processes today or why they no longer exist. They will also gain a better knowledge of the democratic process and the differences between that and the other political processes that it faced.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

The students will do the onion ring exercise to check for understanding during the lesson to confirm their knowledge of the terms.

### **Section II – timely feedback for products (self, peer, teacher)**

The students will have a checklist that they will need to complete in tandem with the onion ring in order to display that they have gained all of the information necessary to do the glogster effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done checklist that they will receive after the project.

### **Summative (Assessment of Learning):**

Glogster: Students will use glogster to do small posters online to show the individual political processes of the era and specific regions. They will either pick the axis political processes or the allied political processes and demonstrate them against each other as well as how they changed before and after the war. 120 points

### **Integration**

**Technology:** Technology will be integrated into this lesson through the use of glogster.

### **Content Areas:**

**English:** This lesson includes the use of time lines and the glogster. These parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas.

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

The graphic organizers I chose were time order chart and t-chart because it is important to see them in relation to each other as far as their rise and fall and also their relation to each other as their theories dissent. The cooperative learning I chose was the onion ring because the students because it would facilitate short one on one conversations between partners about the respective political processes.

#### **Section II – Groups and Roles for Product**

The students will create a glogster in which they will compare and contrast the political processes themselves and then compare and contrast the political processes from before and after the war within the major countries.

### **Differentiated Instruction**

### **MI Strategies**

**Verbal:** The onion ring caters to the verbal learners as it is a one on one talking experience in which the student will get the chance to voice their answer.

**Logic:** The time order chart and t-charts are both highly logical and apply to the mathematically minded.

**Visual:** The glogster appeals to the visual learner as it is a virtual poster that will consist of pictures and videos.

**Musical:** This was the beginning of the music industries shift towards political music, it would be interesting to share the beginnings of this political music towards them.

**Kinesthetic:** The onion ring activity applies to the kinesthetic learner as it is largely a moving activity where they will respond to multiple people.

**Intrapersonal:** The glogster will work as an intrapersonal activity because it will be a one, two, or three person activity so they will have the opportunity to work by themselves.

**Interpersonal:** This lesson will work with interpersonal learners as it gives the student the opportunity to do the onion ring with multiple people or work on the glogster with a partner.

**Naturalist:** There are many political maps that emerged during this time and they changed frequently, using the maps to show the changes in the political geography for the naturalists would be a good tie to last lesson and should appeal to them.

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

### **Plan for accommodating absent students:**

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

### **Extensions**

#### **Type II technology:**

I will be integrating type two technology into this lesson through the use of the glogster. The glogster will be used to facilitate the lesson and provide them with the technology to make posters online and provide them with an outlet that is easier for them to share their ideas online.

#### **Gifted Students:**

In the last lesson the gifted students were given the list of titles associated with rulers and in this lesson they are learning governmental styles they will make the connection between the types of rulers and the governmental styles.

### **Materials, Resources and Technology**

*Laptops projector, markers, graphic organizer, checklist*

### **Source for Lesson Plan and Research**

<http://www.stanford.edu/~ldiamond/iraq/WhaIsDemocracy012004.htm>

Definition of Democracy and how it works.

<http://www.britannica.com/EBchecked/topic/202210/fascism>

Definition of Fascism

<http://en.wikipedia.org/wiki/Socialism>

Definition and how socialism works

<http://www.howstuffworks.com/communism.htm>

How communism works and what it is.

[http://en.wikipedia.org/wiki/Proportional\\_representation](http://en.wikipedia.org/wiki/Proportional_representation)

Definition and how proportional representation works.

<https://en.wikipedia.org/wiki/Monarchy>

Definition and explanation of Monarchies.

<http://en.wikipedia.org/wiki/Totalitarianism>

Definition and explanation of totalitarianism.

<http://en.wikipedia.org/wiki/Imperialism>

Definition and explanation of imperialism.

## **PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day one: Introduction into the different political systems 80 minutes

- Hook: I want to revisit the political cartoons that we saw initially as well as several more, with this unit being on political processes the political cartoons will facilitate the lesson as well as tie in the previous lesson and keep a chain of knowledge. (7 minutes)
- Instructional period: We will be going over the content notes and definitions here. Also hand out graphic organizer. (40 minutes)
- Graphic organizer: Start the graphic organizer. (33 minutes)
- Assignment: Pick one of the terms we went over and look it up online to find out some more about it. Also if the graphic organizer was not finished, finish it for homework.

Day two: 80 minutes

- Go over graphic organizer and notes taken for homework. (10 minutes)
- Do the onion ring exercise with the information they were supposed to gather for homework. (15 minutes)
- Have students check their pop-its. (5 minutes)
- Look at music as a political statement. (25 minutes)
- Look at political processes maps. (25 minutes)
- Assignment: Start the glogster, play around with it, use all the information previously gathered as well as finding some more.

Day three: 80 minutes

- Questions about glogster (5 minutes)
- Explore glogster collectively and go over things they might not have known about it. (20 minutes)
- Questions about glogster (5 minutes)
- The students will be given the rest of the class to research and work on their glogster. (50 minutes)
- Assignment: Finish the glogster.
- Check pop-its before you leave.

Students will understand that WWII had specific impacts on political processes and developments. This has real life implications as it outlines political parties that existed in the time, will encompass why they no longer exist, why they may no longer be conducive to the world we live in, and the political processes that they see today as a result of what may have happened then. Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world. I want to revisit the political cartoons that we saw initially as well as several more, with this unit being on political processes the political cartoons will facilitate the lesson as well as tie in the previous lesson and keep a chain of knowledge. **Where, Why, What, Hook, Tailors: Visual, Verbal**

Students will know Democracy, fascism, socialism, communism, Proportional representation, monarchy, Totalitarianism, imperialism. The graphic organizers I chose were time order chart and t-chart because it is important to see them in relation to each other as far as their rise and fall and also their relation to each other as their theories dissent. The cooperative learning I chose was the onion ring because the students because it would facilitate short one on one conversations between partners about the respective political processes. The students will do the onion ring exercise to check for understanding during the lesson to confirm their knowledge of the terms. **Equip, Explore, Rethink, Tailors: Interpersonal, Intrapersonal, Naturalist, Kinesthetic**

The graphic organizers I chose were time order chart and t-chart because it is important to see them in relation to each other as far as their rise and fall and also their relation to each other as their theories dissent. The cooperative learning I chose was the onion ring because the students because it would facilitate short one on one conversations between partners about the respective political processes. The students will create a glogster in which they will compare and contrast the political processes themselves and then compare and contrast the political processes from before and after the war within the major countries. The students will have a checklist that they will need to complete in tandem with the onion ring in order to display that they have gained all of the information necessary to do the glogster effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done checklist that they will receive after the project. **Explore, Rethink, Revise, Refine, Tailors: Interpersonal, Intrapersonal, Logical,**

The students will self assess with a checklist that will be used in tandem with the onion ring to make sure that they gain all the necessary knowledge. They will receive timely feedback on the glogsters as I will read them and give them my comments. This connects to the future lessons because it gives them a better grasp of how the different systems of government work in contrast to our own. **Evaluate, Tailors: Verbal**

### **Content Notes**

Students will know.....

*Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)*

The first day of the lesson will be heavily influenced by vocabulary as they will be introduced to the major political and economic systems that were key in world war II. They will have an instructional period where all the information will be covered that is in the content notes. They will also be continuing to check their pop-its which is a unit long project as well as them being expected to blog about what they are learning about their political or economic process. They will then work on the graphic organizer and with each of the processes and then they will write about it on the other side of the chart.

### Democracy

A political system for choosing and replacing the government through free and fair elections. The active participation of the people, as citizens, in politics and civic life. Protection of the human rights of all citizens. A rule of law, in which the laws and procedures apply equally to all citizens.

### Fascism

Political ideology and mass movement that dominated many parts of central, southern, and eastern Europe between 1919 and 1945 and that also had adherents in western Europe, the United States, South Africa, Japan, Latin America, and the Middle East. Europe's first fascist leader Benito Mussolini.

### Socialism

Socialism is an economic system characterized by social ownership of the means of production and co-operative management of the economy.

### Communism

In a perfect world, everyone would have food and shelter, and a true utopian society would be devoid of sexism, racism and other forms of oppression. But for most of the world's population, this perfect society just isn't possible. Communism is one proposed solution to these problems.

### Proportional Representation

Proportional representation (PR) is a concept in voting systems used to elect an assembly or council. PR means that the number of seats won by a party or group of candidates is proportionate to the number of votes received.

### Monarchy

A monarchy is a form of government in which sovereignty is actually or nominally embodied in a single individual.

### Totalitarianism

Totalitarianism (or totalitarian rule) is a political system in which the state holds total authority over the society and seeks to control all aspects of public and private life whenever necessary.

### Imperialism

Imperialism, as defined by the Dictionary of Human Geography, is "an unequal human and territorial relationship, usually in the form of an empire, based on ideas of superiority and practices of dominance, and involving the extension of authority and control of one state or people over another."

### **Handouts**

*Graphic organizer, checklist*

## **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### ***Learning Styles***

***Clipboard:*** This works for the clipboards because they will be working individually to complete the graphic organizers.

***Microscope:*** This will work for the microscopes because they will be able to go in depth with a single process.

***Puppy:*** This should work for a puppy because they will have the opportunity to work together in the onion ring in a positive environment.

***Beach Ball:*** These students will like this lesson as they can choose their own process.

***Rationale:*** This lesson requires students to think about the differences behind the different political processes and how they relate to the democratic process of the united states.

***Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

**Section I – checking for understanding during instruction**

The students will do the onion ring exercise to check for understanding during the lesson to confirm their knowledge of the terms.

**Section II – timely feedback for products (self, peer, teacher)**

The students will have a checklist that they will need to complete in tandem with the onion ring in order to display that they have gained all of the information necessary to do the glogster effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done checklist that they will receive after the project.

**Summative (Assessment of Learning):**

Glogster: Students will use glogster to do small posters online to show the individual political processes of the era and specific regions. They will either pick the axis political processes or the allied political processes and demonstrate them against each other as well as how they changed before and after the war. 120 points

***Rationale:*** The glogster will allow the students to go in depth with a single country but when they share them they will know the differences between the countries and how all the processes compare.

***Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

(see content notes)

***MLR or CCSS:***

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961



Performance Indicators: B,C,D

**Facet:** Perspective

**Rationale:** The students will gain perspective between the democratic system of the united states and the many other systems and processes that existed during the time period and that may still exist.

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:**

**Verbal:** The onion ring caters to the verbal learners as it is a one on one talking experience in which the student will get the chance to voice their answer.

**Logic:** The time order chart and t-charts are both highly logical and apply to the mathematically minded.

**Visual:** The glogster appeals to the visual learner as it is a virtual poster that will consist of pictures and videos.

**Musical:** This was the beginning of the music industries shift towards political music, it would be interesting to share the beginnings of this political music towards them.

**Kinesthetic:** The onion ring activity applies to the kinesthetic learner as it is largely a moving activity where they will respond to multiple people.

**Intrapersonal:** The glogster will work as an intrapersonal activity because it will be a one, two, or three person activity so they will have the opportunity to work by themselves.

**Interpersonal:** This lesson will work with interpersonal learners as it gives the student the opportunity to do the onion ring with multiple people or work on the glogster with a partner.

**Naturalist:** There are many political maps that emerged during this time and they changed frequently, using the maps to show the changes in the political geography for the naturalists would be a good tie to last lesson and should appeal to them.

**Type II Technology:** Glogster

**Rationale:**

All of the multiple intelligence's in this base unit should be able to be accessed through the tailors. Every multiple intelligence should be able to be hit at some point in the lesson through the multiple forms of work and how they are assessed.

## **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital

tools and resources

- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** Students will have to think critically in order to understand the differences in the political systems and how ours relates to the ones that they are learning about. They will be able to relate to this lesson because of the fact that we are researching the political systems that directly impacted them and their communities. They will also be working in groups to do the onion ring.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** The students are tasked with learning about, not only their own system of government but that of other nations as well as their economic process and its effect in the government. This should facilitate their learning as they should be interested in their community and environment as they can make real life connections to themselves and the people around them. All learning styles are adapted in this lesson as well as multiple outlets for the students to assess themselves or others.